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Universal Education—The Safety of a Republic.

Vol. XXIV.

WASHINGTON, D. C. AND ST. LOUIS, MO., OCTOBER 2, 1891

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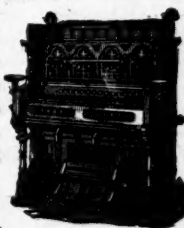
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WASHINGTON, D. C., AND ST. LOUIS, MO., OCTOBER 2, 1891.

No. 10.

NINE Editions are Printed for the Editors, by PERRIN & SMITH, 208 to 212 Vine Street, each month, and "Entered at the post-office at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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ONLY forty-eight copies of Shakespeare had been sold in fifty years, all the other three hundred copies which had been printed up to 1663 were burned in the great fire in London.



And National Educator.

Washington, D. C. & St. Louis, Mo. October 2, 1891.

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JERIAH BONHAM.....Associate Editor.

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THESE teachers have one consolation: They know that their work brings a *sun-rise* to the soul, and not a *SUN-SET*. Michael Angelo said, "When I read Homer, I look at myself to see if I am not *twenty feet* in height."

YES, let us be respectful in the presence of these teachers, for they reveal the possible in the child of which no one knows the limit.

THE FIRE of a new love for the children ought to flash the heat of a righteous indignation in upon the meanness and littleness of these school officers who cut the salary and the life out of these heroic teachers. The people, who pay the taxes, do not want the schools and their children crippled in this way. Such conduct is more than stupid, it is unrighteous.

WHAT other journal in the United States has done so much for the more than 200,000 lady teachers as "The Woman's Journal" of Boston, showing as it does, what women have done—what they are doing, and with wise, wholesome, helpful conservative prophecy showing what woman can and ought to do. We most cordially commend it to all.

THIS is the test of work, of life—do you grow nobler and more tender and helpful and better every day. Even Mahomet, the early wild man, said: "The tenth part of a man's annual income, whatever that may be, is the property of the poor, of those who need help." Do we teach and practice this? Every day is a day of judgment!

LIFE is not cheap, should not be made so. We show what we are by what we do and by what we do not do—sometimes more by the latter than the former. Virtue, counted by profit and loss, is no virtue. We must have and do something with which we cannot only front time, but eternity. This small, will then grow to great things, and the splendor and light of such a life shines on through long ages and over great sections. When the great, knowing Teacher comes, he sets all souls aflame with belief and with joy.

THESE teachers are a double voice, who, by their work, speak both to the present and the future. They deserve double recognition and compensation.

WHEN St. Paul, who was thrown prostrate by the force of a new conviction, got again upon his feet, his cry was "forward." He said, "I come to declare unto you the unknown God." So these teachers come to reveal, interpret the unknown, and to give the people power.

THIS heart of love bursts like a mighty volcano into an eruption, and overflows and enriches the lives of the children, parents, and all.

A GOODLY number of the editors of Missouri honored the city with their presence, bringing along with them, in many cases, the "better half." We are always glad to see them, the old friends and the new ones, too. They are a growing power in the State, high-toned, honorable, intelligent, helping largely, despite a somewhat vigorous partizanship, to create a better and more intelligent citizenship. Men are enrolled among the membership and honor these gatherings with their personal presence, who have added character and lustre to positions of prominence in the government at home and abroad. We have for these hard workers not only a profound sympathy, but a growing reverence. They are the interpreters and builders of new ideas which ultimate in justice, truth, honor and power for the people.

The new officers for the ensuing year are W. O. L. Jewett, of the *Shelbina Democrat*, President, L. D. Bogle,

of the *Richmond Democrat*, First, "Sam" Keller, of the *Lebanon Republican*, Second, and S. T. Tetweiler, of the *Charleston Democrat*, Third Vice-President. Charles McCrae, of the *Rolla Herald*, Recording, and Robert M. White, of the *Mexico Ledger*, Corresponding Secretary, and W. L. Thomas, of the *School and Home*, Treasurer.

This election, virtually unanimous, was a well deserved compliment all round, but especially so to our friend, W. L. Thomas, of *School and Home*. *School and Home* is, and has been for years, creating an intelligent constituency for every editor in the State, and this recognition of such continuous and invaluable work is specially pleasing to his ever-widening circle of friends.

Special mention should be made of the courtesies extended by the "*Frisco Line*" to take the editors and their wives to Lebanon, Mo. The management brought cars more than a thousand miles for this purpose, and the "*Frisco Line*" deserves and ought to have continual and generous recognition for its uniform liberality to the Press.

THE *Central Christian Advocate* says: "The ballot reform is one in which all honest citizens have, or should have, an equal interest. The system which is being adopted answers a good purpose everywhere, but is among the most urgent needs of all the larger cities where politics have fallen, for the lack of some such system, into the hands of men of the lowest class and of the vilest political methods." Is that true? Is that the reason why we have to pay so smartly and heavily for "corruption?" There is a better and a cheaper way to meet this "lowest class" and stop "the vilest political methods." The "ballot reform" is a long step in this direction, but intelligent, non-partisan voting everywhere will end both these evils.

PLEASE do not be offended—We have one invariable rule, and that is, to stop sending the *American Journal of Education* when the time for which it has been paid for expires. This has been our rule for twenty-five years. We shall adhere to it.

THE public and the private schools of every grade are filled to repletion at the very opening of the sessions this year.

Better teachers have been secured, better school houses are being built, more "tools to work with" are furnished, and the people who pay the taxes begin to realize that they get the worth of their money, and so are providing for the more prompt and liberal payment of our teachers. A surplus of over \$1,000,000,000 gives money enough to secure the best for our schools in all directions.

THE tidings which these teachers bring to the people are not only "glad tidings," but they are of great, nay, more, of infinite moment to them. They enlarge both the horizon and power of life, and the joy of life. They make that vast difference between knowing and not knowing, a difference as between day and night. There are more than four hundred thousand of these in the public and private schools of the United States. These bring light and joy and power, and save the people by their work.

INTELLIGENCE among the people insures right, justice and truth and these remain eternally beautiful.

FACT, as fact, isolated and dry, is cold, dead, useless. It must be linked to life and its uses and its beauties and affections and then it becomes a vital force, correcting abuses, insuring rights and illuminating the pathway of the people—giving them power.

DON'T attempt, in your school by the littleness of rules to crush out the immensity of ideas.

THESE teachers and thinkers stir up social question peacefully but deeply, which ultimate in the common welfare, giving the people more power.

WE need in this country more intelligence so as not only to produce wealth, but to more equally distribute it—equitable distribution we mean.

EQUITABLE distribution of our immense wealth means—the family happy—the citizen free and intelligent, and the nation great. The American people will not submit to special privileges for the few, exceptions, monopolies, by which great wealth is gained by the few at the expense of the many. Distribution made by the butcher who slaughters what he divides will not answer in this country.

IT won't do to put down the farmers as "machines" to help this or that party any more. They are a "party" themselves now, seek equity, justice and prosperity for themselves and for their families. We bid them "God speed."

IT frequently happens that while a human brother is in prison expiating his guilt for one crime he is planning another. We do not save men in that

way—but the teacher helps to build up future upon future of goodness and life.

WHAT a rising star these children are if only our eyes were unloosed to see their growing radiance.

WHAT a blessed thing it is for us to take those who so often commence life in an abyss and draw them out and up into this new and beautiful world of hope, of love, of power and set and send them starward.

Class Recitations.

"Old in judgment and understanding." SHAK.

DR. WM. T. HARRIS, while Superintendent of the St. Louis Public Schools, stated the advantage of class recitation over individual recitations as follows:

When the country school grows to be a village school, and the number of pupils increases to sixty or eighty or one hundred, two rooms are opened and two teachers employed. Division of labor begins here. Primary and Grammar department is instituted, and the range of acquirement in each room may be four years by the course of study. Fewer classes and larger ones allow the teacher twice the length of time for each recitation, and he can begin to lay some stress on instruction.

The advantages of class recitation over individual instruction, begin to appear at this point. Individual instruction is good whenever the teacher can devote to it as much time as to an ordinary recitation, but it is inferior to class recitation even then. The class should consist of not less than ten nor more than thirty.

The length of recitation should vary from fifteen to twenty minutes in the primary grades to thirty or forty minutes in the grammar department. During the recitation there should be the most vivid and constant attention on the part of the pupils.

It is obvious that this can be obtained in the primary grades only for a short time. With increasing discipline and the strength that comes of year's practice, the recitation hour can be lengthened. That a properly conducted class recitation is of far greater value than individual instruction, is obvious from the consideration that the contents of the lesson are stated over and over by different pupils of the class, criticised and discussed, illustrated from the experience of different pupils, and the pupil has the advantage of seeing how his fellows encounter and surmount such difficulties as he himself meets. What we see in the experience of others, our equals, becomes at once our experience by adoption, and it saves us from the pain and consumption of time necessary to acquire its wisdom through personal adventure. Hence Education is essentially to be carried on in the form of community. The school is

and must be a community; no private tutoring can educate as the school can. But it is evident that the school best subserves this purpose, when it classifies so that each one meets his equals in the recitation.

Finished Up.

BY ANNA C. BRACKETT.

"O, she hath drawn my picture in this." SHAK.

AN artist who had lately been painting some old mills in the town, gives in one of our exchanges quite a graphic picture with her pen as well, of the progress of her work and the comments of the factory operatives who watched her as it went on. There was much homely truth in their outspoken criticisms, as there always is in the criticisms of people forced by the necessities of their lives into shrewdness and clearness and singleness of vision. One man remarked: "I am glad you are finishing these pictures now, and are not going to wait till you get back to your study. I don't like pictures with the life all finished out of them."

How many people in how many different lines fall into this fault of "finishing the life out" of whatever they undertake.

The poet tries to express his thought and succeeds; but after he has done so, he alters, substitutes and polishes, till, after he has worked at it assiduously he finally gives it to the world with the life all finished out of it.

The sculptor, the painter, the musician may make the same mistake. By endeavoring to leave no fault of detail, they engraft upon their work the great fault of being all detail. They lose the greater in the less, and marvel as they recognize the fact that in their much endeavor the beauty seems to have vanished.

The same may not inaptly be said of many teachers. In their anxiety lest there be no point misunderstood or left without explanation, the lesson or the subject loses its vitality altogether. The unity of the spirit is lost. Mint and anise and cummin have been tithed, but alas! whither have vanished the weightier matters? Where is the living and fresh interest that should have been excited? Where is the play of imagination that should have been aroused? In the picture in the pupil's mind there are no clear, sharply defined lines. Tints shade into one another—outlines are confused. The life has been "finished out."

MORAL LESSONS.

The same is true of the teacher's moral lessons. A pupil has done wrong and needs reproof. He needs to be convinced of his error, to be shown the grounds on which he has rendered himself culpable. The teacher knows these grounds and proceeds to state them, but he repeats his statements. In his desire to impress upon the child's mind the truth, he destroys all the effect by making his exposition too perfect. He needed only a few bold statements clearly and incisively put. He receives instead a confused and blurred impression with the life all "finished out."

Let no one accuse us of encouraging or commending want of thoroughness. We trust to our own character to defend us from so grave an imputation. But it is impossible for any one to talk on all sides of any subject at the same time, and just now it seems to us that this particular nail needs a vigorous driving in. We have seen of late so many sermons, poems and addresses and listened to so many recitations that had the life finished out of them, that we are impelled to utter a warning.

And indeed we are asking for thoroughness, not condemning it, for who can seize the salient points—in fact, who can discover that they are salient at all except he who is a master of his subject?

When the subject stands before us as a whole, and can be comprehended in all its bearings, then and then only are we able to present it to others with a few bold strokes. It is because our teachers are so often lacking in thoroughness that they "darken counsel by words without knowledge," and too often finish completely out of them the fresh, vigorous mental life of our American children.

An American.

"A rarer spirit never Did steer humanity." SHAK.

MR. GEO. W. CURTIS in the course of a recent speech told in plain words what it is to be an "American."

He said: "To be an American," "is to be in spirit, in purpose, in fidelity, what Mr. Lowell was."

If he was not distinctively an American, the worse for us, the worse for America.

If scorn of pretense of every kind, of sham patriotism, of vulgar bragging, of impudent vanity, of bullying statesmanship, of craven servility to the majority, and of the exaltation of ignorance and black-guardism—if active and aggressive scorn of all these is not American, the sooner we make it so the better.

The clear perception that popular government, like all other governments is an expedient and not a panacea; that its abuses and evils must be plainly exposed and resolutely resisted; that the price of liberty is not eternal cringing to a party, but eternal fidelity to our own minds and conscience, that our fathers made America independent and that their sons must keep it so, each man for himself declaring his mental, moral and political independence, not only on the Fourth of July but every day in the year; that the hope of free institutions lies in character, in educated intelligence, in self-reliance, in quality not in quantity—this is the sublime faith, the unchilled hope, the untiring endeavor of a patriotism like Lowell's."

THE form of expression may change, does change with an enlarged vocabulary, with a growth of soul-power, but truth does not change. It comes to us in a new and ever nobler embodiment, giving us with each enlargement of statement and comprehension more power and more joy.

Wise Words.

"His counsel now,
Might do thee golden service."

If these wise suggestions of Dr. Harris, the present United States Commissioner of Education, with reference to the duties of the superintendent, principals and teachers of all schools are heeded, a great good will result. "The first duty is to make the school strong in the community; therefore he should look out for the newspapers, because they have their opinions about things, and if they set the current against the good things done, it is not easy to counteract it. The next great point is, are your schools popular with the people? We ought to so present the work of the schools to the people that it will carry them in favor of it, that they may feel large interest in it and be proud of it.

He should see his school board once a week, if he can, and see the members that have opinions of their own and are worth convincing.

He should in this way carry the working majority always. And this is his work with the school board. Now let us take the school board in American politics. There will be always some persons elevated to the school board to use it as a stepping stone for the legislature or city council. Again, there will be persons elected simply because they are harping on the one idea. The superintendent must influence his teachers. The relation of the superintendent to the pupils is not an immediate one; his relation is, first, to public opinion; secondly, to the people whom he reaches through publications, his school reports and in various ways reaching the families of the citizens represented in schools; third, with the school board; and fourth, with the teachers. If the superintendent is strong with them, he can carry his schools to any reasonable success."

We again urge our friends to date their letters and to write their name plain in signing letters, and please put on the postoffice and the county too, and the State. Too much of our mail matter has been "mis-sent" within the last sixty days, hence we urge our friends to put on all the directions very plain. Teachers should train their pupils constantly in these very essential points in letter writing.

Our Globe premium sent free, takes the teacher, parents and the taxpayer. It is not often so much is sent free with any other paper. We mean to do the best things all the time for our friends.

The secrets of this world must be unlocked. The teacher carries the key to this vast realm. Yes, one must learn how to read before they can become a power.

Yes the public can get public experience, but they wish the teacher—the scholar to report to them those private, sincere, divine experiences, of which they have been defrauded by dwelling in the street.

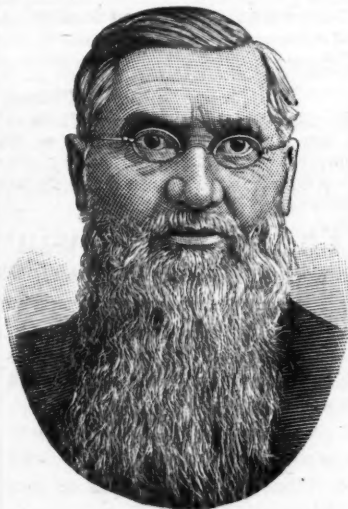
It is the noble, manlike, just thought, which is the superiority demanded of you, and not crowds, but study and thought confers this elevation and leadership. It is this study which gives power.

THESE teachers, who, in instructing the people, lift them up, and honor their race, sometimes find scant honor accorded them, still live a life full of splendor.

The State Superintendent.

"So doubly seconded with will and power."
—SHAK.

THE question, as to "what are the elements prominent in a successful State Superintendent" of Schools, is asked, and clearly and definitely answered by



J. L. PICKARD, LL.D.,

in his work on "School Supervision," a volume of "The International Educational Series," under the editorial supervision of W. T. Harris, LL.D., United States Commissioner of Education.

We present the following extracts:

1. A thorough comprehension of what is embraced in the term "popular education." This can be obtained only from the study of popular movements in the direction of public education, and of their practical results in the quickening of intellectual life, in the development of industries, in the improvement of social manners, and in the elevation of the moral tone of the community.

2. The ability to convert his knowledge into force. What he has learned by study he must be able to sift—casting aside all that is not available under the conditions surrounding his work. He must know his environment and what it will bear. He must comprehend clearly the fact that even the best for his State may not be immediately applicable; and can only be secured through a slow process of

change in public sentiment. Seeing the end from the beginning, he will make no false step, nor any step which is not toward the end sought. If he can not go as far as he would in a day, he will go toward the end of his journey. Hence—

3. He must possess tact in the control of men, through whom he can secure the passage of desired measures. To this end he should be a natural leader whose ability to lead shall be recognized, while his method of leadership is concealed, and he seems to be doing the will of others, though that will is in fact the reflex of his own will fashioned after frequent conferences. He will give advice in no dogmatic style, but in such simplicity as to carry conviction. No legislator likes to be directed as to his course, but there are few whom the superintendent may not win by a straightforward presentation of his views, sustained by arguments which he leaves the legislator time to consider, without apparent anxiety as to the time he may take for such consideration.

This exercise of tact in no wise conflicts with

ORGANIZED VICTORY

through those who are already in accord with the superintendent's views. With a well-organized force in hand he displays tact in winning recruits. The superintendent should not appear too prominent in legislative halls, but may be constant in his attendance upon committee meetings, when he will further his purposes by letting alone small matters which can have no effect upon the general cause. Too much intermeddling in indifferent matters will weaken his influence upon essentials.

Library Day.

IN a recent (the July) number of this JOURNAL we advocated the formation of a library association in each school district of the country. It seemed to us, as we then said, that "no finer or more effective educational movement could be set on foot." We knew the plan to be feasible, and this from personal experience. Some seventeen years ago, upon taking charge of one of the largest district schools of St. Louis, we set about collecting apparatus and books for the use of the school. The funds were secured through a small fee collected from all attending an annual picnic. Part of the money was expended in defraying expenses for music, for games and prizes, and for transportation. The remainder constituted a Library and Apparatus Fund. Within seven years this fund aggregated nearly twelve hundred dollars with which, through liberal discounts, about fifteen hundred dollars worth of books and instruments were obtained for the school.

The gentleman since in charge of the school has pursued the same policy, so that now there is probably

not another school of the same grade in the country so well equipped in this respect.

It is to be remarked by the way that not only do pupils gain greatly in respect of "information" obtained through reading, but the prospect of being allowed the use of a book from the library is at once a constant incentive to close application to study, and also a means of securing "order" through the reasonable occupation of the pupil after lessons are learned. That is, the library proves to be not only an intellectual, but also a moral stimulus—a means toward discipline of the highest type.

The practicability of the District School Library Association is thus a thoroughly demonstrated fact. And we could not but be gratified to see, so soon, direct measures taken with a view to the practical, organic extension of this plan to all the schools of at least one entire state. In no other one thing has State Superintendent L. E. Wolf shown greater practical sagacity or a keener insight into the ultimate purpose of school-work than in his conception of a *Library Day* for all the schools of the state. This simple proposal that a day (November 27th) be set apart as a *Library Day* in the schools of the state marks an epoch in the educational history of the state. It is one of the sanest of all possible steps in that deeply significant onward movement which is coming to be better and better understood under the comprehensive term—*University Extension*.

We would therefore earnestly urge upon the teachers of the State of Missouri that each in his own school shall make the utmost of *Library Day* as an immediate occasion of educational stimulus, leading to the permanent improvement of the intellectual and moral tone of the neighborhood. Doubtless many teachers have already taken steps in this direction; and least of all will such teachers be likely to fail in availing themselves of the utmost which this new impulse can give. Will the teachers of other states fail to follow in the same way?
W. M. B.

THE New York World says: "The moving of two hundred millions of bushels of wheat to the seaboard is a much larger operation than can be realized on the mere statement of it. There has been nothing at all like it done since 1880-81. But it means more money for the people with which to pay their debts and to enlarge the school facilities so as to help the people to more intelligence and more power.

It is to be "a campaign of education and of intelligence" and not of partizanship and abuse. The farmers need to know more of the resources of the country, of the markets, of the cost of transportation, and so secure their proper share of the \$1,000,000,000 surplus wealth they have produced.

ACQUISITION comes by observation, and then comes combination and a new creation.

ARKANSAS

EDITION
American Journal of Education.

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S. M. MATHES, Little Rock..... } Editors.
J. B. MERWIN, St. Louis..... }

It is the prerogative of the teacher to make his own estimate of himself and his work, and not to take the estimate of other people, but how much he needs to know to be able to do this.

THE vice of the times and the country is an excessive pretension, let us seek the shade and find wisdom. Be content with a little light, so it be your own, and it will shine in spite of you.

LET the teacher *do his work*, and wait in patience, knowing that *truth* can make even silence eloquent and memorable.

Always truth is policy enough. Let him open his breast to all honest inquiry, and be an artist superior to tricks. Show frankly as a saint would do, all your experience, your methods, tools and means. Welcome all comers to the freest use of the same. And out of this superior frankness and charity, you shall learn higher secrets of your nature, which gods will bend and aid you to communicate to your pupils and to the people, giving them power.

MAKE two or ten or a hundred trips, though we travel the world over to find the true, the good, the beautiful, we must carry these with us or we find them not.

Your Share.

"To divide this inventory
Would dizzy the arithmetic of memory."

SHAK.

DIVIDE the more than \$1,000,000,000 of our farm and mineral productions of this year—over those of any other year in our history as a nation—by *forty-four*—the number of states—and you get the average *increase of wealth* of each State. What will it amount to for *your State*?

What proportion of the \$1,000,000,000 of *added wealth* of the country this year over any other year in our history belongs to Missouri?

What to Iowa?

What to Illinois?

What to Ohio?

What to Indiana?

We know that it is over \$200,000,000 in Kansas.

We know that it is over \$300,000,000 to New York.

What to Texas?

What to Arkansas?

What to Tennessee?

What to Kentucky?

What to Georgia?

What to Alabama?

Have our teachers figured it out? Have they stated it and restated it as President Harrison has done? Are the

teachers not as much interested in these *facts* as the President of the United States? Are they not more interested? We think so. Their compensation depends upon the ability of the people to pay them, and upon *their ability* to show what they are worth. President Harrison has demonstrated to the people of the United States that *his services* are worth \$50,000 per year.

Chauncey M. Depew, as President of the New York Central R. R., has demonstrated to its managers that his services are worth \$75,000 per year. They pay it cheerfully.

A. Stewart, Jr., president of the United States Trust Company, is paid a salary of \$50,000.

H. B. Hyde, of the Equitable Insurance Company, is paid \$60,000 per year.

W. H. Beers, president of the New York Life Insurance Company, is paid \$80,000 per year.

F. P. Alcott, president of the Central Trust Company, is also paid \$80,000 per year.

These corporations would hire these men at \$30.00 per month, if they could secure their services for any such paltry sum—but these men demonstrate their ability and so go up, where they command these amounts. The people and corporations, too, are able to pay what men are worth.

How much of the \$1,000,000,000 of *added wealth* to the country do the teachers get this year? What proportion of it does your State get? Where does it go?

How To Do It.

"Your helps are many." —SHAK.

WE think much good can be accomplished by calling all the teachers in town together, from time to time, for conversation and free discussion of subjects connected with our school instruction and management.

Take the study of

GEOGRAPHY.

This study should be *limited* in the ungraded schools to the use of one text book. The pupil, in early years, can be taught geography in the most successful and intelligible manner by oral instruction in connection with the use of maps and a globe. Many of the questions in the school geographies should be omitted. The study of history should be interchanged with geography. Each will aid the other and increase the pupil's interest. This course, which can be readily marked out should further provide for oral instruction, a few minutes each half day, upon the elementary principles of the natural sciences, morals or manners. Among the

QUESTIONS

to be asked by the Directors or Committee we suggest the following:

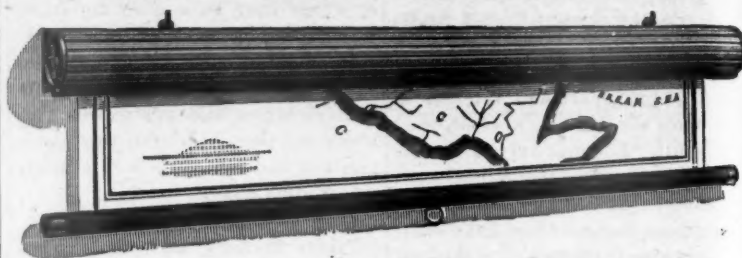
1. What do you understand by public schools, or common schools?

2. Define instruction, training, education.

3. What works on teaching have you read? What works do you possess? Do you read any educational journal? Have you for constant use a large dictionary of the English language?

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South America.....	41x52 "	5 00
United States, Canada and Mexico.....	41x58 "	5 00
Europe.....	41x52 "	5 00
Asia.....	41x52 "	5 00
Africa.....	41x52 "	5 00

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4. What is the utility of black-board, globes, outline maps in teaching? What do you illustrate or work out upon the blackboard?

5. What are the specific objects to be gained in conducting a recitation?

7. What general exercises do you introduce into school?

8. What is the true end of the school?

NEEDFUL THINGS.

The needful things in the school-room are crayons, broom, rubbers, pointers, water-pail, cups, wardrobe hooks, wash dish, towel, chair. Sometimes the blackboard needs repairing, glasses need resetting, windows need curtains, &c., &c. What is to be done? Directors often fail to get these things, even when they are willing to pay for them. They say they have no time to go to town, or they forget these things when they do go. With a little *extra exertion*, the teacher can get all, or nearly all, of these.

If you can't get such window shades as you wish, pin newspapers to the sash. The flood of light that is poured into our school-rooms is frequently injurious to children's eyes, and many are injured permanently in this way. Newspapers will help very much, and if one is torn another is easily obtained to fill its place. As for the other necessities, ask the directors to allow you to get them and charge it to the district. In most cases they will consent gladly, or get them at once. If they will not get them or allow you to do so, get them and pay for them and

before you are through with the term, they will pay you in full.

Don't stand on your dignity and say that you engaged to teach school. You are *teaching them* when you do these things, how to furnish, how to utilize things within their reach, and not to sit down in despair until they have at least exhausted all their resources. People will appreciate your efforts and you will become a power for good in the neighborhood. Ask the directors for the things you want in a *pleasant, manly way*, and if you are refused, go to work pleasantly to get them some other way.

A Form of Organization.

"Determine on some course." —SHAK.

WE have numerous applications from many States from the teachers for a "form of organization" for reading circles and literary clubs for the study of English Literature. We advise all such to write to the Secretary of "The Chautauqua Circle," Buffalo, N. Y. There are a very large number, however, who are not able to take this course, but who still wish to commence and to carry forward a simpler and easier course. For the benefit of all such we commend the following "form." Blanks to be filled in or the form to be changed to suit the localities where it may be adopted:

PREAMBLE.

We, the undersigned, do hereby associate and form a society for the promotion of the study and appreciation

ARTICLE I.

ARTICLE II.

ARTICLE III.

ARTICLE IV.

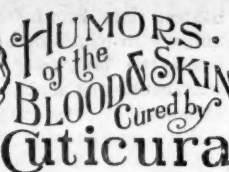
Aids to School Discipline.

"I say no more than truth."
—SHAK.

Yours very truly,
J. B. S.

W. M. B.

LET us notice, help and record the noble, generous, great things done by our teachers.



(Copyrighted.)

RULES.

- ### EXERCISE.

1. Unto-the pure all things are pure. 2. For hope is but-the dream-of those-that wake. 3. Innocence is always unsuspicious. 4. Kings ought-to-be kings-in-all things. 5. Knowledge is power. 6. Laugh if-you-are wise. 7. And-those-that-live-to-live forever never fears dying. 8. To-live-long it-is-necessary-to-live slowly. 9. Beauty buys no beef. 10. Love knows no measure. 11. Likely lies in-the mire while unlikely goes over. 12. The-devil was sick, the devil a-monk would-be. 13. The-devil grew well, the-devil a-monk was he. 14. You-may safely give-a-rope to-one who talks of hanging. 15. What once were evils are now the-manners-of-the-day. 16. Joys are our wings; sorrows are our spurs.

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OUR premiums sent free, postpaid with the *American Journal of Education*, are a new six-inch Globe with the "game" of *Two Trips Round the World*—and a new political historical commercial map of the United States—just the things needed by every teacher in every school in the United States, by every "Farmers' Alliance," by every reading circle, and by every person who means to keep up and keep posted in "current events." Write for circulars, enclosing stamps for sample copies and terms.

Well Posted.

"Here I am
To speak what I do know." —SHAK.

OF course each State must have its own system of schools—must conduct its schools in its own way—but the same vital principles of teaching, discipline and management underlie all success—hence our teachers need to understand these principles, and be able to apply them wherever they may be teaching.

If Ohio, or Texas, or Kansas, or Iowa has a better system of schools than Missouri or Louisiana, every teacher wants to know it, and know wherein it is better, and then work for the adoption of these better methods and principles. We ought all of us to become familiar with the school laws of each State, with the system of taxation which has been adopted in each State to sustain the schools, and then we can help, at least, to inaugurate measures to remedy defects in our own school law. It is not so much what we know, as it is what we *don't know*, that hinders our work, and hurts our influence, and cripples our power as teachers.

It is a very short-sighted policy for our teachers, simply because they are teaching in Texas or Indiana, to ignore the elements of success and prosperity in New York or Pennsylvania, or any other State.

Politicians, seldom, in their actions, rise above what the party demands, and they do not understand the needs of the State educationally. They hear the people denounce high taxes, and then go to work to reduce taxation. They look round to see where they can strike, to hurt themselves least—and they strike at the schools. Of course the schools and the teachers feel it at once, and the whole State shakes as with an ague chill.

Now if our teachers were all of them so well posted as to be able to give the definite, specific information needed to these members of the Senate and House of Representatives, they would avoid this "cut" on their compensation.

From our experience of a quarter of a century, this action comes to be of much more consequence to the schools and to the teachers, in this and other

States, than loading down our columns with dead methods of how to teach the branches for which the text books are made, on purpose to explain.

With our surplus of over \$1,000,000,000, the school terms should be made longer in all the States and the compensation so much increased that we could secure and hold on to the best teachers in the country schools, where three-fourths of the people get all the school training they ever receive.

Divide this \$1,000,000,000 surplus by 44, the number of States, and get approximately the added wealth to your State for a year. What is the amount?

What our teachers need, what our school officers need, what the people need to know is—that intelligence begets thrift and enterprise and coins money out of the land, out of the mine, out of water and out of air, and every other element; and that the State which educates her people the most and the best is the strongest State, the richest State, the most prosperous and the most law-abiding State. Our teachers should be so well posted that when information is lacking they can give it to establish the truth of these propositions.

A little more effort on the part of our teachers to post themselves up, and to post up the people and the taxpayers, would bring to them power and influence, and a rich reward. Send to the State Superintendent of Ohio, or Missouri, or Texas, or Massachusetts, or Oregon, or California, or all of these States, and see what the strong features and the best features of their school laws are, and thus be able to suggest a remedy for any defect in the law of your own State. This study and effort will pay you and your patrons a thousand fold; \$1,000,000,000 of added wealth in a single year means better schools, and this will give the people more power.

A New Kind.

WE have heard of all sorts of people, but a teacher in one of the interior towns writes as follows:

"We followed the advice of the *American Journal of Education* for some time in regard to talking up the value of a good school among our people, until we worked public sentiment up to the point of building a good school house, and it was built, but when we came to furnish it, a few of the 'slow-go-easys' came to the front and declared that now that the school house had been erected, 'the teachers must furnish it!'"

"We asked 'how' and 'why.' Well the 'slow-go-easy' crowd said the furniture and other things were for the teachers, and they must furnish 'all them traps.'"

"Here we are with a school house, no seats, no blackboards, no maps, no teacher's desk, nothing—but a shell. The 'slow-go-easy' spokesman said: 'We have done our part, now let the teachers do theirs. If we do any more

let us reduce the wages to cover what we expend.' How is that for all the 'ideals' the *Journal* is giving us of the 'power of the people.' What shall we do? Do the men who run the railroads furnish their own 'locomotives' and freight and passenger cars? Do the men who work on a farm furnish their own mowers and reapers? Do the men in the shops furnish their own machinery? Is it not time for the 'slow-go-easy' crowd to retire?"

"The questions answer themselves in the asking. Meantime the children are 'on the streets'—no school yet opened. What can we do?"

We suggest you write to the State Superintendent and get his instructions on all these points, call a meeting, and have the law and its requirements enforced, and the "slow-go-easy" crowd will retire. Let us hear further.—EDS.

The Comparative Method.

IN all departments the richest results of modern investigation have been attained through what has come to be known as the comparative method. This method has not failed to be freely used in the study of education.

The results of a recent comparison of education in this sense have just been published by Messrs. Cassell & Co (London, Paris and Melbourne). The volume (of 344 pp.) consists of "Personal Notes on the Educational Systems of the World," under the general title, "*Teaching in Three Continents*." The author is Mr. W. Catton Grasby, of Adelaide, South Australia. The "three continents" are Australia, Europe and America. He first deals with "Public Provision for Education," then with the way in which work is tested, after which he proceeds to consider "*The New Education*." This is treated of in three special aspects: *The Kindergarten, Technical Education, and Science Teaching*. The book has a rare combination of qualities. It is genial and appreciative, and at the same time discriminating. Its themes are of vital interest, and we hope to return to it on more than one occasion.

For one thing, Mr. Grasby shows by his comparisons the immeasurable superiority of discipline as conscientious, kindly aid given the pupil toward true growth of character, over order arbitrarily enforced, with the effect upon visitors (especially supervisors) as the chief end in view. The deadliness of the latter method, physiologically and psychologically, is forcibly illustrated.

Along with this the wretched perversion of the energies of both pupil and teacher, through the requirement of "result examinations," is properly exposed and characterized. "My observations," says Mr. Grasby, "confirm my previous conviction as to the evils of the result examinations, and prove my contention that they are not necessary to secure the best value for the public money expended. . . . They do not test the genuine work of the teacher. They are not a true measure of the pupil's intelligence,

and very often not of his knowledge. They are detrimental to the intellectual, moral and physical well-being of the children, and they are the cause of a certain amount of dishonesty in various forms on the part of pupils and teachers, though as often from omission as commission." The omission, we take it, consisting in the neglect to really train pupils in thinking, because of the more showy results to be attained by mere memory-cramming.

One of the most interesting features of Mr. Grasby's book is his very judicious treatment of the subject of *Manual Training*. Here he naturally finds a chief focus of interest in the Manual Training School of St. Louis. His comparisons here, too, are extremely interesting. In Paris, France "the object of the schools is to specially fit the pupils for particular callings." There materialism clearly has the mastery. In England "Technical Education," as it is called, tends also in the same direction. There, too, a strong party believe that "Technical Education is the preparing of young people for some trade or industry."

Mr. Grasby does not say so, but we cannot help thinking that this is due to the strong class feeling, including the tradition that the individual should be trained for "the sphere in which God has placed him." We once knew of an American making an alarmed protest against universal education. He wondered, in his terror, "Who will then do our work for us?" We could not but timidly inquire: "Who are we? and what is our work?" and add the counter protest that we ourselves must each one of us do our work, that each human being has his own work to do, and has no moment of time to "do our work for us." We inhabitants of this world may exchange work with one another, and the greater the degree of education on the part of all, the greater and better will be the return each receives in exchange for his work.

But to return. Our American Manual Training is stamped with the American idea of what may be called *universal individualism*. All education in America, so far as Americans are true to their national ideal, is to develop complete manhood on the part, not of a few citizens, but of every citizen. Hence the hearty general acceptance of Professor Woodward's happy formula: "*Put the whole boy to school*." Hence, also, it is everywhere insisted upon by all sane advocates of Manual Training "that the incorporation of workshops (as an organic part of school appliances) is purely for educational purposes, and does not tend more to prejudice a pupil to a mechanical occupation than the study of Latin does to make him a lawyer or a doctor."

The "New Education" is, in fact, new only in so far as it insists upon the open-eyed recognition that the opportunities for growth on the part of the individual must be widened and the more rigidly rationalized as the total accumulated wisdom of the world becomes greater. And this means that

to "Put the whole boy to school," there must be an ever-growing vigilance in eliminating non-essentials, and in jealously guarding against the usurpation of the entire field by some one specially attractive feature. For this, even though it were Manual Training (as in Paris) would be to put the divided boy to school, and (through the very effort to be strictly "modern"), to drop fatally back into Mediaevalism.

"Put the whole boy to school?" That is, perhaps, the finest formulation that has yet been given in a single phrase to the ultimate ideal of education as entertained by all truly modern (that is Christian) men. Taken seriously, it means that the school, together with the home life, social life, industrial life, religious life, political life, all constitute the necessary media through which the whole boy shall become a whole man. All the world's a school, and men and women merely pupils in it. And through it all they have the universe for their Text-Book and the Creator for their Instructor.

The "New Education" has for its very essence the unconquerable determination of the modern world, that as rapidly as possible the opportunity to attain fully rounded manhood shall be open to everyone who sincerely desires it. The "Old Education," in the sense of one-sided, fragmentary education, is self doomed. It is such "Old Education," which we understand Mr. Grasby to commend for burial. W. M. B.

Colorado.

"Is there not a double excellency in this."
—SHAK.

It is said that in Colorado a first grade certificate may be renewed, indefinitely, without examination, in the county in which it was originally issued.

Supt. Geo. J. Luckey, of Pittsburg, picked the bubble of this constant re-examination of teachers a short time since as follows:

One examination is required for a lawyer, and he is *always* a lawyer; one for a preacher, and he is *always* a preacher, if he behaves himself.

Why should a teacher be continually and repeatedly examined? In Pittsburg we don't do it. I endorse certificates from year to year. I never examine a college graduate, and I honor a professional certificate from another county.

He created considerable amusement by supposing a man who wishes to engage a lawyer, demanding his certificate with its marks, and a father whose child is mortally sick examining the marks on a physician's certificate before permitting the doctor to treat his child or suppose a preacher should become a candidate for a charge, and the deacons should demand to see his certificate, and should find it as follows: Perseverance of the saints, 4; effectual calling, 3; original sin, 5. The speaker thought it an *insult* to the teacher to require him to be examined more than once. Sensible people agree with him on this point.

In Boulder County, Col., the school officers wisely say: "We are going to pay better wages, and want the best teachers we can get." Competent teachers can be secured when school officers are sensible enough to offer adequate compensation. We hail every such announcement as the above with pleasure.

Colorado is also moving in the matter of a proper and adequate exhibition of school work in the Columbian Exposition.

The following list of names of the members of the committee, and the respective counties they represent have been sent in for publication: W. T. Eddingfield, Pitkin; Professor W. S. Webster, Garfield; Miss B. Anderson, Chaffee; A. H. Robinson, Rio Blanco; T. W. Duffy, Park; James Dilts, Eagle; Miss A. Holdredge, Lake; Mr. Q. B. Kelley, Routt; Dr. B. A. Arbogast, Summit; Mr. Pettingal, Grand. W. T. Eddingfield was elected president; A. H. Robinson, vice-president, and Miss A. Woldridge, secretary.

There were sixty applicants for the eleven vacancies in the Colorado Springs schools this year.

Kansas.

"For courage mounteth with occasion."
—SHAK.

You see it can be done. Here is the proof of it:

"Miss Florence Hartley, now court reporter at Wichita, Kan., is the first woman in the State to hold such a position. Being left an orphan, she learned stenography without a teacher, from a manual, studying seven hours a day. She says the only real help she ever had was reading "David Copperfield," and thinking of David's struggles in the same pursuit. She afterwards became an expert type-writer, and then worked in Chicago, St. Louis, Kansas City and Topeka, mastering in each city a different branch of her business. In 1885, she was in Wichita, where an important trial was in progress. It was being reported in a very lame manner by a man, who finally gave it up, and Miss Hartley was asked to undertake it. A woman reporter in court was regarded with so much curiosity that she had her desk placed to face the wall. She did the work so well that she has held the office ever since. She now has a beautiful office in the fine new court-house of Sedgwick County, with flowers and pictures and other feminine surroundings. She and her sister have a home, and the services of a good housekeeper and a colored boy, who drives their pretty turnout back and forth to business.

Look At These Facts.

KANSAS will raise over 100,000,000 bushels of corn this year, declares the Atchison *Champion*. This, at a low estimate, say an average of 20 cents per bushel, will foot up \$20,000,000, with the wheat crop, say 50,000,000 bushels at an average of 80 cents, or a total of \$40,000,000, and

with about 3,000,000 head of cattle, worth fully \$80,000,000, making a grand total of \$120,000,000, to say nothing of the hay, oats, sorghum, fruits, vegetable and rye crops, and poultry, which will probably run up the grand total to \$200,000,000 for the farm products of 1891, makes a tolerable good showing for the Sunflower State, not only for the people but for the schools and the faithful, efficient school teachers. These are for the most part, the promising sons and daughters of the taxpayers and they are only *paying their own people*. Certainly the compensation of every teacher in the State of Kansas ought to be materially increased now that they have added to their wealth over two hundred millions of dollars in a single year.



DR. WILLIAM T. HARRIS.

On County Superintendents.

"I will confer with you
Of something which nearly concerns yourselves."
—SHAK.

WE are sure that if the people were shown the value and importance of the work of the

COUNTY SUPERINTENDENT,

as stated by that most distinguished and eminently practical educator, Dr. Wm. T. Harris, they would see to it that County Supervision was inaugurated without further delay in every State in the Union.

It is susceptible of proof that with an efficient, intelligent County Superintendent, the county schools would be improved at least fifty per cent. the first year.

Dr. Harris says "that this link of

COUNTY SUPERINTENDENCY

is the most important of all the supervisory links, inasmuch as it concerns the education of three-fourths of all the people of the land.

The County Superintendent's functions involve:

His duty to confer with other school officers and directors: (1) with the State Superintendent, whose interpretation of the State School Law he is obliged to promulgate, and to whom he has to report the enrollment of school population as a basis for the

division of the school fund; (2) with the County Clerk as treasurer, as an intervening official charged with the transmission of statistics, receipt of funds etc.; (3) with local school boards, including (a) township boards, (b) village boards, (c) city boards. With each of these, if located in his county, he is brought into necessary and vital relation, and with the first of them he has very distinct duties as regards advice and consultation.

It becomes also his duty to

EXAMINE TEACHERS,

and award certificates to the competent ones. He is obliged to test the extent of their information, both as to theoretical and practical knowledge of the art of teaching. He has to find whether the candidate knows how (a) to grade and classify a school according to the most approved methods; (b) to assign lessons of proper length and guide the pupils to correct habits of study; (c) how to work up a sentiment in favor of schools in the community where he is to teach; (d) whether he possesses sufficient book knowledge to instruct properly.

He must also

VISIT SCHOOLS.

He must see that the qualifications which he required in the candidate to whom he gave the certificate, are actually exercised by that teacher in his school. (1) He must look after the grading and classifications of the pupil; (2) after the modes of instruction; (3) after the habits and deportment of pupils as indicating the general influences of the teacher; (4) after the general spirit of the district as affected by the teacher.

EDUCATIONAL LECTURES.

It is his duty to present before teachers at their institutes, and before the community at large, the subject of education and its various practical bearings. Educational lectures should be largely multiplied and extended so as to reach all the people.

TEACHERS' INSTITUTES.

It is his duty to hold Institutes. This in fact is one of the most important and difficult of his duties. He has to devise measures to get his teachers together, and arrange for their accommodation and convenience; he has to get up a suitable programme of exercises, secure popular evening lectures on the general subject of education, for the public at large, and also the proper persons to conduct the exercises in the several topics of instruction, to draw out from the teachers present a profitable discussion of the practical points presented in the exercises and lectures.

These departments of labor well considered, I do not see how any one can avoid the conclusion that the work of the

COUNTY SUPERINTENDENT

is the most important link in the entire system of educational supervision. Its cost to the State is very small in comparison with the entire outlay. By no other agency can the school system of a State be so potently lifted up and at so small an expenditure of money."

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J. B. MERWIN, St. Louis..... }

OUR premiums sent free, postpaid, with the *American Journal of Education*, are a new six-inch Globe, with the "game" of *Two Trips Round the World*—and a new political, historical, commercial map of the United States—just the things needed by every teacher in every school in the United States, by every "Farmers' Alliance," by every reading circle, and by every person who means to keep up and keep posted in "current events." Write for circulars, enclosing stamps for sample copies and terms.

OUR teachers must rise out of and above the mere details of the school room into a breadth and culture broad enough to comprehend the structure of society and of government, and train pupils for these ends, rather than for "per cents."

Illinois.

WHAT MAY BE DONE.

AT present there is much active work for university extension, reading circles, &c. There are many asking for something to do—something that will make life nobler and grander, make the world mean more and more as the years pass. This, all may possess if they so will it. But to secure it requires activity on the part of every individual in the world of thought. As an evidence of what may be done in this line, we cite a few statements concerning the work being done in

CLARK COUNTY, ILL.,
—work which can be done in every village in the United States.

Two years ago a class of teachers at Martinsville started the study of Shakespeare, meeting once a week at the residence of some member to discuss and review the work. During the year the plays of Hamlet, Macbeth, Lear, Merchant of Venice and The Tempest were taken up and studied—studied not so much from the verbal side, but from what might be called the spiritual. No time was wasted on mere verbal quibbling. The one leading object was to get a spiritual insight into the play. Along what lines do the characters of the play move in acting their part? Why are some tragic? What institutional element is attacked by the character? The result. Such questions and their solutions were sought, and then an endeavor was made to unite all and to see the grand harmony of the whole.

The members showed such an interest in the work that last summer the leader of the class was asked to conduct the same kind of a class in Marshall. To that end a class limited to fifteen began the study at Marshall.

The work was varied somewhat to that of the previous year. In addition to the reading and discussion of the play under investigation, each member of the class was required to write a critique on some of the plays; this was to be read and discussed by the class.

Such in brief were some of the elements made prominent in our study of Shakespeare. In Shakespeare we found man taking for granted the institutional world. Here it is taken for granted that man must bring himself into harmony with institutionalism or suffer its consequences—become tragic.

After such a course of study all literature, art, etc., has a much deeper and more wonderful meaning. Nay, the every-day occurrences have a vaster and deeper significance than ever before. Thus while studying this, and other authors in the light of the above principles, we were studying the principle of all literature, in fact the very principles of life.

Now, what has been done here is being done in many places, and many more places we hear will follow our example, but who is going to be the one in your place to initiate the movement? To the principal and superintendent of village and city schools, allow me to say this is one of the finest things that you can do for your teachers. You cannot spend two or three hours per week more profitably than to take up with your teachers such a course of work. Nothing will pay all in dollars and cents so well as a work of the kind, and the same for every teacher, as there is no study with so much pleasure attending it which tends to such intellectual growth and insight into the "eternal verities" as this presents.

The question may occur if we had any helps in the work. Yes, we used such philosophical works as we had, and commentaries. We had Lamb, Coleridge, Ulric, Schlegel and Snider, but the most helpful of all was Snider. He is the only one that has shown the entire sweep of the ethical principle in all of Shakespeare's work. To further assist us we had him at the close of the year give us a course of lectures. It is with the hope that many more such classes will be started, for all can work in this, that these few lines are given.

Respectfully,
R.

THE *National Educator*, of Pennsylvania, says: The following appliances and articles of furniture, besides desks and comfortable seats, are needed: Blackboard surface on three sides of the room, plenty of good erasers and chalk (soap stone pencils are the best, they cost a little more, but they save doctor's bills), a dictionary, encyclopedia and books of reference, Globe, charts, maps, pointers, dusting brush and pan, objects for illustration, kindergarten implements, for the small ones, some simple chemical, philosophical and gymnastic apparatus, &c.

Michigan.

"I cannot sum up half my wealth."

—SHAK.

THERE are about ten thousand teachers in this State. We used to know nearly all of them personally. A noble set of earnest workers they are, too. What a record they have made! What hosts they have trained for the State University at Ann Arbor and other colleges of the State!

What proportion of the \$1,000,000,000 of the added wealth of the United States falls to the share of Michigan? Have the teachers figured on this? Here is some data that will help in this direction. The schools that do so much to create an intelligent, law-abiding, producing constituency, should share generally in this added wealth of the State in the way of longer school terms, and also in the way of added compensation for the small salaries for which the teachers of the State work.

The State Board of Equalization has finished its labors, and the valuation of property in the State amounts to \$1,130,000,000, as against a valuation of \$945,450,000 in 1886, an increase in five years of \$184,550,000, or about \$40,000,000 per year—nearly a million a week. All mining property was directly taxed for the first time, and will pay the State nearly as much as the non-producing mines, valued at \$10,000,000, which heretofore have not paid a cent into the treasury.

How Do You Like It.

"Sweet love! Sweet lines! Sweet life."

—SHAK.

IN obedience to the suggestions made by Capt. Lesueur to the Editorial Association, at its recent meeting, we present the following

GEM,

by the southern post, Sidney Lanier:

O love, O wife, thine eyes are they,—
My springs from out whose shining grey
Issue the sweet celestial streams
That feed my life's bright Lake of Dreams.

Oval and large and passion-pure
And grey and large and honor-sure;
Soft as a dying violet breath
Yet calmly unafraid of death;

Thronged, like two dove-cotes of grey doves,
With wife's and mother's and poor folk's loves
And home loves and high glory-loves
And science-loves and story-loves,

And loves for all that God and man
In art and nature make or plan,
And lady-loves for spidery lace
And broderies and supple grace

And diamonds and the whole sweet round
Of little things that large life compound,
And love for God and God's bare truth,
And loves for Magdalen and Ruth.

Dear eyes, dear eyes and rare complete—
Being heavenly sweet and earthly-sweet,—
I marvel that God made you mine,
For when He frowns, 'tis then ye shine!

OH! no, we are loth to recognize an angel in this brother and sister who teach. More is the pity.

TO THE eyes of the real see'er these teachers occupy thrones in the ideal kingdom, giving the people both moral and intellectual power.

TOOLS TO WORK WITH.

Will School Officers as well as Teachers

Please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of Outline Maps, Charts, a Globe and a Blackboard, a teacher can instruct a class of twenty or thirty more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps as he can without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is supplied with

BLACK BOARDS, all around the Room,

A Set of Outline Maps,

A Set of Reading Charts,

A Set of Writing Charts,

A Set of Physiological Charts,

A Globe, Crayons, Erasers, &c., &c.

Blackboards of slated paper that you can hang up for the children at home, or blackboards put on to every square inch of surface in the school room are cheap and of great value for drawing and for illustrating the lesson. The BEST surface, that which has been tested for years, never failing to give entire satisfaction, is the HOLBROOK Liquid Slating.

Hon. S. R. THOMPSON, late State Supt. of Public Instruction of NEBRASKA, writes as follows: "The Slated Paper ordered for blackboards came promptly to hand. It is admirably adapted for the purpose—in fact it is all that can be desired—for a BLACK BOARD."

Prof. A. B. CRUMP, of Pine Bluff, Arkansas, in a recent letter says: "I bought of you last year, slated paper for Blackboards, and found it to be just as you recommended it. Please fill the following order, etc. I could not do my work without plenty of

Blackboards,

and your slated paper exactly and fully fills the bill."

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Virginia.

"Since it is, as it is,
Mind it for your own good."

—SHAK.

GREAT good results from these gatherings of the farmers in "alliance meetings," and in these social "picnic" gatherings. Not only the "men folks," but the wives and the mothers and the children are all made happy and greatly instructed.

We hope the teachers lead off in these gatherings with good music, good recitations, and good suggestions, with valuable practical information.

There is a vast deal of practical education to be given outside of the school-house.

At a recent meeting of the Farmers' Club, near Culpepper, Va., Mrs. Orta Langhorne made an address on "Country Roads," calling attention to the dreadful condition of the roads in this State. She urged the farmers and their wives to consider the best means for their improvement. The speaker suggested that as our biennial legislature meets next winter, this question of "Country Roads" should be taken up during the canvass, and every member of the assembly elected be instructed to devote his chief time and attention to improving the highways of the old Commonwealth.

This subject is receiving unusual attention at this time, as the mineral wealth, the cheap lands and other advantages of Virginia are attracting capital. The *Southern Planter*, a well edited journal, is printing some valuable articles on the best plan to improve the roads. The condition of her public roads is now the greatest bar to the progress of Virginia.

If the teachers would send to Hon. B. G. Northrup, Clinton, Conn., and get his address on "Village Improvement Associations" it would be a capital investment for them and for the neighborhood or county where they are teaching.

The children could get to school easier and earlier and cleaner if good roads were made and shade trees set out along the way, and "John" and his best girl could also walk tenderly and loving under them.

What proportion of the \$1,000,000,000 of the added wealth to the country

this year belongs to Virginia? What proportion of it is to go to the schools to give the teacher better compensation and the people longer school terms?

Certainly with this added wealth there should be liberal additions in both the above directions.

All About It.

TEACHERS, pupils, the people begin to inquire about the "World's Fair" already. We shall publish frequently important matter bearing upon this the greatest exhibition that has ever yet been made in the world. Geography by maps and globes will have to be studied in a very practical way.

Rooms are to be fitted up for meetings at the World's Fair for the

FARMERS' ALLIANCE and other similar organizations, in fact, an assembly hall 172 feet long and 74 feet wide, where the farmers will have a chance to hold their assemblies, besides special rooms for the meetings of Farmers' Alliance, the National Grange, and other similar associations. The entire structure has been so planned as to give the farmers and live-stock men generally all that they could ask in the way of accommodations for such gatherings.

Here comes in the study of Geography again by both maps and globes. The following amounts have already been appropriated or recommended for appropriation by the executives of the several South and Central American countries and colonies:

Mexico, \$750,000; Guatemala, \$120,000; Honduras, \$20,000; Salvador, \$30,000; Nicaragua, \$20,000; Costa Rica, \$50,000; Colombia, \$100,000; Ecuador, \$125,000; Peru, \$25,000; Chile, \$100,000; Brazil, total cities and States, \$450,000; British Honduras, \$7,000; Jamaica, \$10,000; Cuba, \$25,000; Trinidad, \$10,000; Danish West Indies, \$10,000; Bolivia, \$150,000, making a total of \$1,980,000.

Mexico, Guatemala, Salvador, Nicaragua, Costa Rica, Colombia, Ecuador, Peru, Chile and Brazil will erect special buildings. Mexico will produce at Jackson Park one of the ancient Aztec temples. Guatemala will erect at a cost of \$22,000 a building on the model of one of the palaces of the ruined city Antigua. The building of Colombia will be the capitol of that Republic in miniature. Ecuador has already given orders for the removal to Chicago of the reproduction of the Incas' "Temple of the Sun" that ornamented the grounds of the Paris Exposition. Our teachers, and the parents too, need a globe to locate and trace out the routes these people will take to reach Chicago.

VIRTUE is height.

INCARNATION is not merely a coming of God to man—it is a dwelling of God in man.

THE intelligent person does more than to hear, than to relate; he exhibits and makes truth plain.

The Woman's Journal.

A WEEKLY PAPER,

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"The best woman's paper in the United States, or in the world."—*Englishwoman's Review*.

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"It is so much the best of the woman suffrage papers that no comparison is possible."—Rev. Anna H. Shaw.

"It is able, genial and irreproachable—an armory of weapons to all who are battling for the rights of humanity."—Mary A. Livermore.

"I never forget to recommend the WOMAN'S JOURNAL. I deem it the best journal published for our work in this line (the woman question)."—Mrs. Helen M. Gougar.

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"It is the most reliable and extensive source of information regarding what women are doing, what they can do, and what they should do. It is the oldest of the women's papers now in existence and has built up for itself a solid and unblemished reputation."—Julia Ward Howe.

"If any one wishes to be informed on the woman question, the WOMAN'S JOURNAL is the very best means. It is pure, healthful and interesting—a paper that any one ought to be glad to introduce into his family for its literary merit alone, even if he did not believe in suffrage. I subscribe for it for my own grand-daughters."—Mrs. Zerelda G. Wallace.

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WOMAN'S JOURNAL, Boston, Mass.

THE *Times*, Leavenworth, Kansas, says: "Twenty-six States of the Union have some form of woman suffrage. This is just twice the number of original States. What would our fore-fathers have said had they been told that their fighting would bring woman suffrage as well as man suffrage? The world moves. It may be long coming, but the time will come when the women of the United States will be placed upon a political equality with the men."

THE sun shining in all its splendor does not reach the blind, so some do not see the light or power of intelligence. Poor souls! to thus live in darkness.

THE beauty of goodness is imperishable.

Tutt's Pills

This popular remedy never fails to effectually cure

Dyspepsia, Constipation, Sick Headache, Biliousness

And all diseases arising from a Torpid Liver and Bad Digestion.

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—SHAKESPEARE

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Kentucky.



Mrs. O. P. Thompson -

To estimate rightly either the place or the power of the press as an educational factor we must have a clear view of the kind of education we are talking about. If we confine ourselves to the definition so much insisted upon, that it is specific training, for the purpose of calling out the powers

BY WILLIAM M. BRYANT.

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The following are some of the notices the book has already received:—

"The work will prove suggestive to every modern student of philosophy. The clearness with which the rival positions are indicated, and the fairness with which opposing claims are estimated, are of the highest value in stimulating independent thought."—*The Edinburgh Scotsman*.

"It is a very carefully and solidly reasoned argument, the fruit of twenty years of study. We consider the volume of much weight in the conciliation of two schools of philosophy, neither of which has a monopoly of truth."—*Boston Literary World*.

"Worthy of careful study. It presents the theistic argument from a new standpoint, and in a way directed to both idealist and materialist at once."—*Christian Union, N. Y.*

"No deep thinker can read Mr. Bryant's work without great profit, and it ought to have a wide circulation in intelligent quarters."—*New York Independent*.

"It proves incontestably the author's wide reading, scholarship, and power to adhere rigidly to a definite and closely connected line of reasoning, and what is perhaps of equal importance, it establishes his power—an extremely rare one—to clothe in warm flesh and blood a subject usually only dry bones.—*Chicago Times*.

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JERIAH BONHAM, Washington, D. C. { Editors
J. B. MERWIN, St. Louis. }

THERE are 64,391 postoffices in the United States, an increase of 2,000 offices during the last year. Hence children should be trained in all the schools to write a letter properly, to sign it distinctly, and to direct it correctly. Is this done? How can postal clerks "guess" to which postoffice the poorly directed letter should go?

THERE are more than four hundred thousand public and private school teachers in the United States marching by legions to their work with the certain step of victory.

SHAKESPEARE and Homer, and wit and genius, and love and beauty never grow old. All these bring light and joy into the soul.

[Continued from page 12.]

of the mind and subjecting them to the discipline necessary to place them within the easy and absolute control of their possessor, then the press, (the periodical press, which is of course meant), is scarcely to be considered at all. This is the work of the teacher; the field of labor is the school-room; and the daily, the weekly, the monthly periodical is not known in it except (as should be more generally the case) it comes to the teacher with its words of encouragement, its assurance of appreciation, its tone of inspiration to better things.

But education has another meaning—a more comprehensive one, for it embraces the first; a higher one, for it considers man in his triple nature—mental, moral, and spiritual. It is that which elicits thought and arouses feeling; which kindles aspiration and awakens ambition; which warms the heart with virtuous impulses or fevers it with vicious and lustful cravings, which trains to kindness or incites to cruelty,—in short, which determines the conduct of life. In this education, the press is to-day the most potent factor in the world. It has invaded the sacred precincts of the church and sought to supplement, if not to supplant the true preacher; it has familiarized itself with the closet of the philosopher and gone abroad discussing his theories with a boldness and a broadness to which he is himself a stranger; it laughs at the moralist because of the odor of another and more dignified age that lingers about him; it has in a measure superseded the orator; it has joined hands with the romancer and carried his work to every community in the bounds of civilization; it is the biographer and historian of its times; it is a censor more to be dreaded than was

Cato; in its comprehensive operation is realized the vision of the prophet who wrote, "And knowledge shall run to and fro in the earth."

Our country has produced one man, at least, who penetrated the very arcana of nature—one whose memory the student and the scholar will reverence more and more as men come to consider well the eternal verities. Ralph Waldo Emerson thought on all that pertains to the three-fold man, and thought so justly that when the mind of his reader comes into the receptive attitude, is *en rapport* with him, he is lifted as by an inspiration. He looked into this work in which we are engaged—this teaching; and he saw how great it is. In his view the true teacher was no mere day drudge, he was noble. Of what consequence in his clear mind was character! How mighty the silent influences, as he saw them! Truly, for him God was not in the consuming fire nor the rushing wind, but in "the still, small voice." "We pass," he says, "for what we are. Character teaches above our wills. Men imagine that they communicate their virtue or vice only by overt actions and do not see that virtue or vice emits a breath every moment." In another place: "That which we are, we shall teach, not voluntarily but involuntarily." And that grim old Scotchman, his compeer and trans-Atlantic friend, applying the thought, insists that "educational establishments ought to be presided over by the wisest and most sacred men that can be got in the world."

In its capacity as an educator, the press is not merely a chronicler—it is the medium through which we catch the moral tone, the spirit, of the men who control it. They communicate themselves. Their virtue or vice emits a breath every moment, and that breath is borne by the printed sheet to the millions of households in this land.

If the periodical press is so mighty an instrument in this general education, what might it not be as the constant friend, the watchful ally, of those who labor in the department of elementary instruction—in the school-houses of the State? I do not intimate that it is unfriendly. On the contrary, its attitude throughout the Union is one of friendliness and supposed helpfulness. But to teachers and school-officers its help is too general; it is lacking in definite aim and continuousness.

I must not be understood as including in this charge the strictly educational journals of the country. These, of course, are devoted to the work in hand and powerful in their chosen field. I must advert to a fact in connection with these, however, which is to be deplored: teachers, officers, friends of educational progress, seem to be insensible to the importance of

putting these journals into every nook and corner where there are children growing up in ignorance—where there is imperative daily need of "a voice crying in the wilderness."

What I would have—what I so much wish that we shall have in Kentucky—is, that this matter of schools be regarded by every editor, every proprietor of a periodical, as one which so vitally concerns the State as to need constant attention on his part; one that must be looked after as closely as stock and crop interests, as closely as the public finances, as carefully as one hunts for items of news in any department. I ask that they look upon the teacher and his work as of paramount importance to their respective communities, and treat of him as they do of other public servants; try to understand his methods and appreciate his difficulties; magnify among their people his calling; praise him when he deserves it; hold him up to popular scorn when he is false to his trust; demand, on the high ground of public advantage, that he shall have the good house, suitable furniture, all the working tools necessary to his particular grade. Further, these dispensers of opinion, these watchmen on the towers of society, ought to become known among the young people as being as much their friends as are the teachers themselves, the preacher, and the superintendents of their Sunday-schools.

It is not necessary that every paper have its school column. In fact, this is somewhat objectionable, since it is apt to be regarded as for school people only; whereas, the subject should be treated as other subjects, the items of news given as other items and for all readers.

But in one short paper I cannot discuss the press as its importance demands. What I have given is rather discursive than logical, and more suggestive than conclusive. I hope you have gathered, however, that as a factor in that general education which molds opinion and influences the conduct of life, I regard it as mighty; that in its moral tone it seems to me to be growing better and better—more independent, more manly, a more positive force; and that its possibilities in the work of assuring the full triumph of the common schools, the schools of the people, can hardly be over estimated."

BETTER learn just what our defects and short-comings are, here and now, in the Institutes and over-come them by hard study than to stand ashamed at last and miss our grade as teachers. State Superintendent Wolfe does not seem to mince matters, yet he is kind and would help if he could, but each teacher must stand or fall for himself or by himself. Some of them seem to fear these days of judgment. Let us all get ready, for it is not far off. Such a day!

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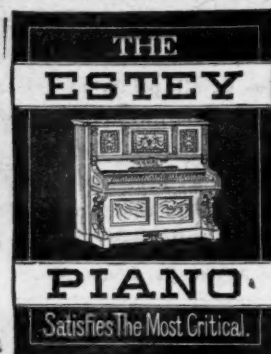
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